**Instructor:**

**Telephone Numbers:**

**Email:**

**Texts:**

***Teaching Strategies for Diverse Populations*** a Pearson Custom Textbook

***Rethink, Rebuild, Rebound, A Framework for Shared Responsibility and Accountability in Education*** by John D. Balls, A. Douglas Eury, and Jane C. King

**Description:**

This course is an examination of a variety of strategies of instruction with a focus on curriculum/content area integration within the classroom. It will also address a study of the characteristics and educational needs of individuals with special needs, with an emphasis on the issues and trends in special education, the current categorical descriptions of exceptionalities and appropriate classroom interventions. Strategies for teaching both identified and at-risk students in the regular classroom are explored throughout the course.

**Specific Standards*:* NC Teaching Standards**

[Standard 1](http://www.learnnc.org/ncpts/2009-PTS/PTS1/01/)

Teachers demonstrate leadership.

[Standard 2](http://www.learnnc.org/ncpts/2009-PTS/PTS1/02/)

Teachers establish a respectful environment for a diverse population of students.

[Standard 3](http://www.learnnc.org/ncpts/2009-PTS/PTS1/03/)

Teachers know the content they teach.

[Standard 4](http://www.learnnc.org/ncpts/2009-PTS/PTS1/04/)

Teachers facilitate learning for their students.

[Standard 5](http://www.learnnc.org/ncpts/2009-PTS/PTS1/05/)

Teachers reflect on their practice.

**Course Objectives** Upon completion of this course, students will be able to:

* Understand the teaching and learning needs of special needs students.
* Understand how to develop lesson plans to accommodate students with special needs.
* Understand methods for accessing, critically reading, reviewing, summarizing and determining potential applications of scholarly educational research.
* Understand how to work in professional learning teams to solve educational issues.
* Understand how to plan for formative and summative assessments for students with special needs.
* Understand the need to reflect on teaching and learning.
* Understand the importance of quality research and writing.
* Collect data and write chapters 4 and 5 of the capstone

**Academic Integrity:**

Students have the responsibility to know and observe the requirements of the Code of Student Conduct. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic honesty.

**Attendance:**

Students are expected to be in class. Please remember that Gardner-Webb University maintains a 75% attendance policy. Students should realize that missing a class does not grant an exemption from any work, assignments, readings, etc. ***It is incumbent upon the student, not the professor, to be responsible for assignments, both those on the syllabus and any made in*** ***class.***

**Accommodations:**

If your learning or participation in this class might be affected in any way by a disability recognized under the Americans with Disabilities Act (ADA), you will need to do the following:

1. Register with the Noel Program for the Disabled at Gardner Webb University at (704) 406-4270
2. Educate me about your disability so that I can work with you and the Noel Program to arrange necessary accommodations. It is important that you take both of these steps no later than the first week of the semester.

**Grading Scale:**

**95-100 = A, excellent work with unique qualities**

**90-94 = A-, excellent, master-level work**

**87 –89 = B+, good, solid work; well thought-out**

**84-86 = B, solid work; good planning**

**80-83 = B-, solid work; evidence of planning**

**80-75 = C, passing, but below normal graduate work level**

**Below 75 = F, failing, unacceptable work**

**Learning Tasks:**

1. Begin collecting data for your capstone. Draft Chapter Four and Chapter Five if time. This is not graded in this course, but you will not graduate on time if you do not get this done in this semester.

2. Participate in on-line learning modules and complete all activities within the modules. (Graded by appropriate rubric)

3. Choose a presentation topic (listed below) and prepare a 45 minute - one hour presentation/discussion/activity for the class. This assignment must be done individually. Presentations will be scheduled in conjunction with the student and added to the Tentative Course Schedule. (Graded by Presentation Rubric)

4. Choose a chapter or two (depending on class size) from *Teaching Strategies for Diverse Populations* and prepare a 45 minute - one hour presentation/discussion/activity for the class. Additional research is expected in conjunction with what is in the book. You may complete this assignment in groups. Check the tentative schedule for dates for each chapter. (Graded by Presentation Rubric)

5. Plan professional development for the staff at your school on incorporating at least two strategies we have discussed this semester with a diverse population. You need to target your strategies to at least two diverse groups of students. (Graded by Project Rubric)

**Student Presentation Topics:**

* Effective Strategies for Teaching Reading Comprehension
* Effective Strategies for Teaching Writing
* Effective Strategies for Teaching Mathematics
* Effective Strategies for Teaching Science
* Effective Strategies for Teaching Social Studies
* Response to Intervention
* Behavior Management and Positive Behavior Support
* Current Exceptional Children’s Law and Effective Teaching Strategies
* Current English as a Second Language Law and Effective Teaching Strategies
* Categories of Exceptionalities with Suggested Effective Strategies for Teaching the Various Identified Exceptionalities
* Current AIG Law and Effective Teaching Strategies
* Use of Online Learning Activities in the Middle Level Classroom- Pros and Cons as well as Appropriate Uses of Online Learning Activities
* Enhancing Creativity in the Middle Level Classroom
* Planning Differentiated Instruction Units for a Variety of Learners in a Middle Level Classroom
* Use of Professional Learning Communities by Teacher Leaders to Enhance Classroom Instruction
* Topic of Student’s Choice Related to Teaching All Learners in the 21st Century Classroom

**Tentative Course Schedule:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic and Web Links** | **Readings and Assignments** |
| 1 | Models of Teaching | Readings: Pearson Custom Chs. 1 and 2  Balls, Eury, and King Ch. 14 |
| 2 | Inductive Thinking and Concept Attainment | Readings: Pearson Custom Chs. 3 and 4 |
| 3 | Picture Word-Inductive Model and Scientific Inquiry | Readings: Pearson Custom Chs. 5 and 6 |
| 4 | Memorization and Synectics | Readings: Pearson Custom Chs. 7 and 8 |
| 5 | Learning from Presentations and Mastery Learning | Readings: Pearson Custom Chs. 9 and 10 |
| 6 | Learning from Simulations and Capstone Review (Chapters 4 and 5) | Readings: Pearson Custom Ch. 11  Be prepared to discuss progress on your capstone in class |
| 7 | Creating Curriculums and Individual Student Presentations | Readings: Pearson Custom Ch. 12  Balls, Eury, and King Ch. 15 |
| 8 | Distance Education and Components of Curriculum Implementation | Readings: Pearson Custom Chs. 13 and 14  Balls, Eury, and King Ch.16 |
| 9 | Response to Intervention Framework and Individual Student Presentations  Links: <http://itunes.apple.com/us/podcast/overview-large-format/id399606821?i=90325450>  <http://itunes.apple.com/us/podcast/tier-one-large-format/id399606821?i=90325448>  <http://itunes.apple.com/us/podcast/tier-two-large-format/id399606821?i=90325458>  <http://itunes.apple.com/us/podcast/tier-three-large-format/id399606821?i=90325452> | Readings: Pearson Custom Ch. 15  Balls, Eury, and King Ch. 17 |
| 10 | Response to Intervention Assessment and Individual Student Presentations | Readings: Pearson Custom Ch. 16  Balls, Eury, and King Ch. 18 |
| 11 | Response to Intervention Curricular Decision-Making and Individual Student Presentations | Readings: Pearson Custom Ch. 17 |
| 12 | Collaboration for Response to Intervention and Individual Student Presentations | Readings: Pearson Custom Ch. 18 |
| 13 | Differentiation with Response to Intervention and Culturally Responsive Curriculum | Readings: Pearson Custom Chs. 19 and 20 |
| 14 | Strategies to Support Multi-Tiered Curriculum Implementation and Individual Student Presentations | Readings: Pearson Custom Ch. 21 |
| 15 | Response to Intervention and the Secondary Level and Individual Student Presentations | Readings: Pearson Custom Ch. 22  Balls, Eury, and King Ch. 19  Assignment: LT5 due |

**Online Discussion Questions:** (Graded by Online Discussion Rubric)

1. Has the staff development you’ve attended focused on teaching styles, models, or a mixture of both? Have you found this to be effective? Why or why not?
2. Look at the Common Core curriculum for your subject area. What new concept would work well with the Inductive model? Why?
3. Why is it important to us PWIM at the middle level? How can you incorporate it into your classroom?
4. How can you encourage Synectics in this era of standardized testing? Do you see a focus on Synectics as important in this day and age? Why or why not?
5. Research setting levels for mastery learning. What does the research suggest is a good target for mastery? Do you agree?
6. So you use simulations in your classroom? Why or why not?
7. In general, do you think having twice as much time to plan would help increase student achievement? Why or why not?
8. Do you think online learning would be effective in middle schools? Why or why not?
9. How would you explain RTI to teachers who have never heard of it?
10. Do you think RTI effectively identifies Exceptional Children? Why or why not?
11. How does RTI change the curricular decision-making process?
12. Do you think RTI forces teaming? What happens to the student if the collaborative process breaks down? How can you overcome such issues?
13. Give an example of the use of each of the four types of differentiation (general, targeted, supplemental, and intensive) in your classroom. How could you make the use of each more effective?
14. How are study skills addressed in your classroom? Is it your responsibility to teach these skills or should it be offered as a separate class in middle school?
15. Will RTI work at the secondary level? Why or why not?

**Online Assignments:** (Graded by General Report Rubric)

1. Plan a lesson for your class with information that you feel must be memorized for later use. Use the Link-Word method in part of your lesson plan. Then use two of the other concepts that are to enhance memory in another part of the lesson plan. Submit lesson plan online.
2. Read pages 239-274 ( A Bit of the Future and Components of Curriculum Implementation) in the Volume 1 of Strategies for Teaching All Students. Use forms 1.1 and 1.2 on pages 272-274 to analyze one of your curriculum units that you teach. Form 1.1 is asking you to identify the explicit curriculum the hidden curriculum and the absent curriculum. Form 1.2 is asking you to analyze your curriculum unit and list the primary content, the key skills, the interventions, the instructional arrangement, the class/instructional management and the progress evaluation as you teach the unit. After your analysis, what will you focus on as you review, re-teach or plan the unit for next year? Submit your information online.
3. Develop a Power Point presentation describing the importance of study skill/learning strategy use in the implementation of the multi-tiered instructional curriculum that you can use in a Professional Learning Community in your school. Submit the Power Point online.
4. Select two learning strategies that you use least often in your classroom and develop a process for teaching them to students and incorporating them in your instruction. Incorporate these in one of your lesson plans. Submit the lesson plan online.

**Rubrics**

**Online Discussion Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Below Expectations (F)** | **Developing**  **(C)** | **Proficient**  **(B)** | **Accomplished**  **(A)** |
| Postings:  may not all be made in time for others to read and respond  are rudimentary and superficial; there is no evidence of insight or analysis  contribute no new ideas, connections, or applications  may be completely off topic | Postings:  may not all be made in time for others to read and respond  are generally competent, but the actual information they deliver seems thin and commonplace  make limited, if any, connections, and those art often cast in the form of vague generalities  contain few, if any, new ideas or applications; often are a rehashing or summary of other comments | Postings:  are made in time for others to read and respond  deliver information that shows that thought, insight, and analysis have taken place  make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious  contain new ideas, connections, or applications, but they may lack depth and/or detail | Postings:  are made in time for others to read and respond  deliver information that is full of thought, insight, and analysis  make connections to previous or current content or to real-life situations  contain rich and fully developed new ideas, connections, or applications |

**Project Rubric**

| **Levels/Criteria** | **4** | **3** | **2** | **1** | **Score/Level** |
| --- | --- | --- | --- | --- | --- |
| Evaluate Information and its Sources Critically | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |  |
| Use Information Effectively to Accomplish a Specific Purpose | Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth | Communicates, organizes and synthesizes information from sources. Intended purpose is achieved. | Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved. | Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. |  |
| Access and Use Information Ethically and Legally | Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. |  |
| Connections to Experience Connects relevant experience and academic knowledge | Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view. | Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study. | Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own. | Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests. |  |
| Connections to Discipline Sees (makes) connections across disciplines, perspectives | Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective. | Independently connects examples, facts, or theories from more than one field of study or perspective. | When prompted, connects examples, facts, or theories from more than one field of study or perspective. | When prompted, presents examples, facts, or theories from more than one field of study or perspective. |  |
| Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. |  |
| Integrated Communication | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation)in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression. | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience. | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form). | Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form. |  |
| Reflection and Self-Assessment Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts | Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts. | Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks). | Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness). | Describes own performances with general descriptors of success and failure. |  |
| Solving Problems | Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution. | Having selected from among alternatives, develops a logical, consistent plan to solve the problem. | Considers and rejects less acceptable approaches to solving problem. | Only a single approach is considered and is used to solve the problem. |  |
| Control of Syntax and Mechanics | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |  |

**General Report Rubric**

| **Levels/Criteria** | **4** | **3** | **2** | **1** | **Score/Level** |
| --- | --- | --- | --- | --- | --- |
| Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |  |
| Content Development | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |  |
| Control of Syntax and Mechanics | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |  |
| Use Information Effectively to Accomplish a Specific Purpose | Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth | Communicates, organizes and synthesizes information from sources. Intended purpose is achieved. | Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved. | Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. |  |
| Access and Use Information Ethically and Legally | Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. |  |
| Conclusions | States a conclusion that is a logical extrapolation from the inquiry findings. | States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. | States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. | States an ambiguous, illogical, or unsupportable conclusion from inquiry findings. |  |

**Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Knowledge of Topic | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| Maintains Clear Focus | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was. |
| Audience Interaction/Discussion | Maintains audience interest and facilitates discussion throughout the presentation. | Maintains audience interest and facilitates discussion throughout most of the presentation. | Maintains audience interest and facilitates discussion throughout some of the presentation. | Does not maintain audience interest or facilitate discussion throughout the presentation. |
| Logical Progression | The presentation follows a logical progression throughout. | The presentation follows a logical progression mostly. | The presentation follows a logical progression somewhat. | The presentation does not follow a logical progression. |
| Multimedia Presentation | The presentation incorporates at least 3 types of multimedia. | The presentation incorporates at least 2 types of multimedia. | The presentation incorporates at least 1 type of multimedia. | The presentation incorporates no multimedia. |
| Variety of Sources | The presentation incorporates at least 3 sources. | The presentation incorporates at least 2 sources. | The presentation incorporates at least 1 sources. | The presentation incorporates no sources. |
| Citation of Sources | All sources are appropriately cited according to APA. | Most sources are appropriately cited according to APA. | Some sources are appropriately cited according to APA. | No sources are appropriately cited according to APA. |
| Communication Skills | The presenter demonstrates effective communication skills. | The presenter mostly demonstrates effective communication skills. | The presenter sometimes demonstrates effective communication skills. | The presenter does not demonstrate effective communication skills. |